

About The New England Common Assessment Program



This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2011-2012

School Results

School: Thomas J McMahon Elementary

District: Lewiston School Department

Code: 1088-1284



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2011-2012

Grade Level Summary Report

School: Thomas J McMahon Elementary
 District: Lewiston School Department
 State: Maine
 Code: 1088-1284

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING				63	1	2	36	57	16	25	10	16	341	377	8	44	27	21	340	13,230	12	56	20	12	345	
MATH				64	7	11	27	42	16	25	14	22	341	380	8	41	25	26	339	13,255	15	47	23	15	343	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2011-2012

Reading Results

School: Thomas J McMahon Elementary
District: Lewiston School Department
State: Maine
Code: 1088-1284

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 357–380)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 340–356)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

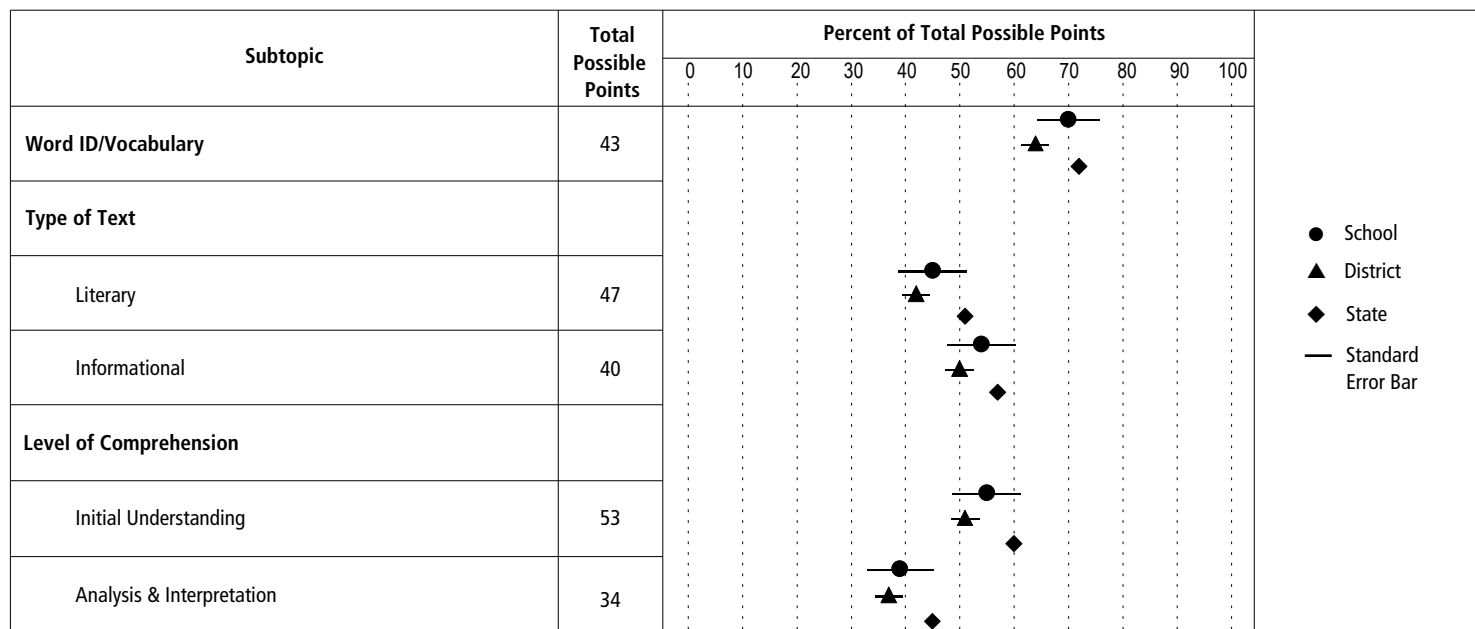
(Scaled Score 331–339)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 300–330)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				60	5	8	35	58	9	15	11	18	343
2011-12				66	8	12	34	52	12	18	12	18	344
2012-13				63	1	2	36	57	16	25	10	16	341
Cumulative Total				189	14	7	105	56	37	20	33	17	343
District													
2010-11				325	31	10	153	47	58	18	83	26	340
2011-12				367	46	13	164	45	80	22	77	21	341
2012-13				377	31	8	164	44	101	27	81	21	340
Cumulative Total				1,069	108	10	481	45	239	22	241	23	340
State													
2010-11				13,068	1,500	11	7,635	58	2,515	19	1,418	11	345
2011-12				13,034	2,375	18	7,036	54	2,299	18	1,324	10	346
2012-13				13,230	1,631	12	7,436	56	2,635	20	1,528	12	345
Cumulative Total				39,332	5,506	14	22,107	56	7,449	19	4,270	11	345





Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2011-2012

Disaggregated Reading Results

School: Thomas J McMahon Elementary
 District: Lewiston School Department
 State: Maine
 Code: 1088-1284

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				63	1	2	36	57	16	25	10	16	341	377	8	44	27	21	340	13,230	12	56	20	12	345
Gender																									
Male				32	1	3	17	53	7	22	7	22	340	188	5	41	26	27	338	6,817	10	55	22	14	343
Female				31	0	0	19	61	9	29	3	10	342	189	11	46	28	16	342	6,413	15	58	18	9	347
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										16	0	38	44	19	337	239	11	47	26	15	343
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						114	4	57	26	13	342
Asian				1										5						223	19	50	20	12	346
Black or African American				12	0	0	7	58	4	33	1	8	342	111	4	31	37	29	336	445	4	39	28	29	337
Native Hawaiian or Pacific Islander				0										0						18	6	50	28	17	341
White				48	1	2	26	54	12	25	9	19	340	237	11	51	20	19	343	11,991	13	57	19	11	345
Two or more races				0										8						200	16	52	19	14	345
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				10	0	0	6	60	3	30	1	10	342	75	0	23	39	39	331	434	4	39	27	30	336
Former LEP student - monitoring year 1				0										2						10	40	30	20	10	353
Former LEP student - monitoring year 2				0										1						6					
All Other Students				53	1	2	30	57	13	25	9	17	341	299	10	49	24	17	342	12,780	13	57	20	11	345
IEP																									
Students with an IEP				17	0	0	2	12	7	41	8	47	328	61	0	18	21	61	328	1,951	2	31	29	38	334
All Other Students				46	1	2	34	74	9	20	2	4	346	316	10	48	28	14	343	11,279	14	61	18	7	347
SES																									
Economically Disadvantaged Students				41	0	0	23	56	11	27	7	17	340	275	5	39	29	27	338	6,810	7	52	24	17	342
All Other Students				22	1	5	13	59	5	23	3	14	344	102	16	56	21	8	347	6,420	18	61	16	6	348
Migrant																									
Migrant Students				0										0						5					
All Other Students				63	1	2	36	57	16	25	10	16	341	377	8	44	27	21	340	13,225	12	56	20	12	345
Title I																									
Students Receiving Title I Services				20	0	0	9	45	7	35	4	20	338	129	0	29	33	39	332	4,261	6	46	29	19	340
All Other Students				43	1	2	27	63	9	21	6	14	342	248	13	51	24	13	344	8,969	15	61	16	8	347
504 Plan																									
Students with a 504 Plan				2										14	0	50	29	21	338	265	10	61	19	10	346
All Other Students				61	1	2	34	56	16	26	10	16	341	363	9	43	27	21	340	12,965	12	56	20	12	345

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2011-2012

Mathematics Results

School: Thomas J McMahon Elementary
District: Lewiston School Department
State: Maine
Code: 1088-1284

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 353–380)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 340–352)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

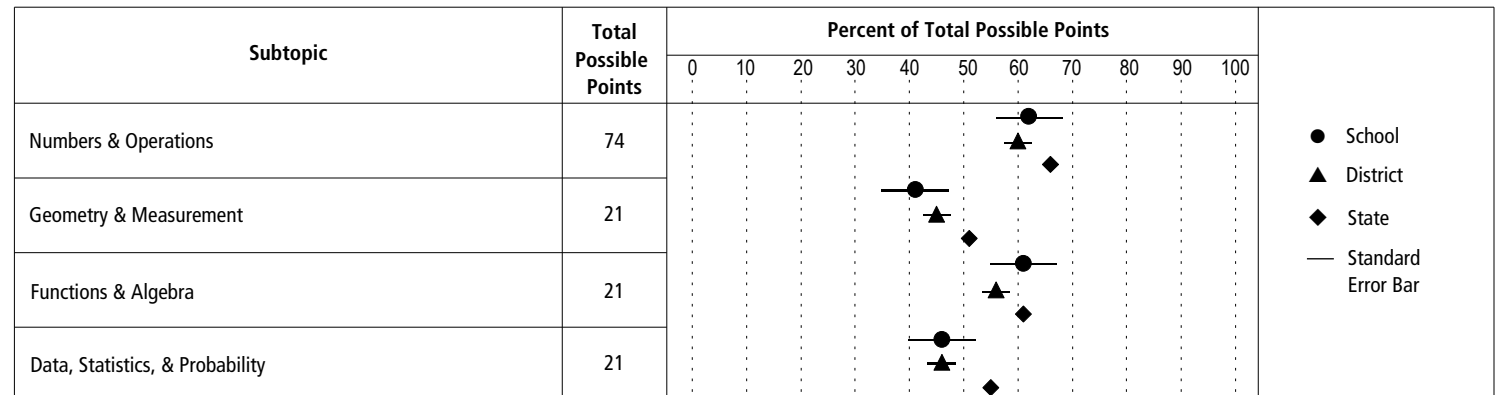
(Scaled Score 332–339)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 300–331)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				60	11	18	28	47	13	22	8	13	343
2011-12				68	16	24	29	43	10	15	13	19	343
2012-13				64	7	11	27	42	16	25	14	22	341
Cumulative Total				192	34	18	84	44	39	20	35	18	342
District													
2010-11				332	36	11	124	37	68	20	104	31	338
2011-12				370	43	12	150	41	76	21	101	27	339
2012-13				380	32	8	156	41	95	25	97	26	339
Cumulative Total				1,082	111	10	430	40	239	22	302	28	339
State													
2010-11				13,121	2,108	16	5,962	45	3,100	24	1,951	15	343
2011-12				13,061	2,294	18	6,048	46	2,789	21	1,930	15	343
2012-13				13,255	1,988	15	6,183	47	3,038	23	2,046	15	343
Cumulative Total				39,437	6,390	16	18,193	46	8,927	23	5,927	15	343





Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2011-2012

Disaggregated Mathematics Results

School: Thomas J McMahon Elementary
District: Lewiston School Department
State: Maine
Code: 1088-1284

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				64	7	11	27	42	16	25	14	22	341	380	8	41	25	26	339	13,255	15	47	23	15	343
Gender																									
Male				33	3	9	15	45	7	21	8	24	341	191	5	45	25	25	339	6,836	15	48	22	15	343
Female				31	4	13	12	39	9	29	6	19	340	189	12	37	25	26	340	6,419	15	45	24	16	342
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										16	0	63	6	31	336	245	13	35	30	22	340
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						114	6	42	33	18	340
Asian				1										5						225	23	41	21	15	344
Black or African American				12	1	8	5	42	4	33	2	17	341	113	4	28	29	38	335	453	6	24	33	37	335
Native Hawaiian or Pacific Islander				0										0						18	0	50	22	28	339
White				49	5	10	20	41	12	24	12	24	340	238	10	46	25	19	341	12,000	15	48	22	14	343
Two or more races				0										8						200	10	50	23	18	341
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				10	1	10	5	50	2	20	2	20	341	77	1	26	25	48	333	451	6	24	30	39	335
Former LEP student - monitoring year 1				0										2						10	40	30	20	10	349
Former LEP student - monitoring year 2				0										1						6					
All Other Students				54	6	11	22	41	14	26	12	22	341	300	10	45	25	20	341	12,788	15	47	23	15	343
IEP																									
Students with an IEP				18	0	0	3	17	5	28	10	56	332	62	0	21	26	53	330	1,958	4	29	28	39	335
All Other Students				46	7	15	24	52	11	24	4	9	344	318	10	45	25	20	341	11,297	17	50	22	11	344
SES																									
Economically Disadvantaged Students				42	3	7	15	36	12	29	12	29	338	278	5	37	27	32	337	6,827	8	42	28	22	340
All Other Students				22	4	18	12	55	4	18	2	9	345	102	19	52	21	9	345	6,428	22	52	18	8	346
Migrant																									
Migrant Students				0										0						5					
All Other Students				64	7	11	27	42	16	25	14	22	341	380	8	41	25	26	339	13,250	15	47	23	15	343
Title I																									
Students Receiving Title I Services				20	0	0	9	45	5	25	6	30	337	130	0	27	30	43	333	4,279	7	38	31	25	339
All Other Students				44	7	16	18	41	11	25	8	18	342	250	13	48	22	16	342	8,976	19	51	19	11	345
504 Plan																									
Students with a 504 Plan				2										14	14	36	29	21	339	265	14	54	18	14	343
All Other Students				62	5	8	27	44	16	26	14	23	340	366	8	41	25	26	339	12,990	15	47	23	15	343

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.